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ABSTRACT

A practicum was developed to increase self-esteem, to lower anxiety, and to improve social skills in 13 emotionally handicapped (EH) middle school boys. An additional objective was to provide parenting classes which focused on increasing parents' knowledge and skills in improving their children's self esteem. The 8-month multifaceted program consisted of social skills training, Budzynski's Relaxation Training Program, a self-esteem improvement program, and parenting education classes. The program was evaluated by means of pre-tests, post-tests, and questionnaires (Coopersmith's Self-Esteem Inventory (CSI), the Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE), the Spielberger et al. Children's State-Trait Anxiety Inventory (STAIC), the Gresham and Elliott Social Skills Questionnaire, and the Van Nagel Parent-Child Influence Questionnaire). The evaluation indicated improved student social skills and parent-child interaction. Improved self-esteem was demonstrated on one of two measures. The goal of reducing anxiety was modestly achieved. Appendixes include: a listing of desired social skill outcomes; the manual and guide to accompany the relaxation program; the "Learning 90" Activity Book for Building Self-Esteem; and lesson plans for the parent program. Includes 57 references.
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A Multifaceted Program to Improve Self-Esteem
and Social Skills while Reducing Anxiety
in Emotionally Handicapped
Middle School Students

by

Lynn Poirier

Cluster 27

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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ABSTRACT

A Multifaceted Program to Improve Self-Esteem and Social Skills while Reducing Anxiety in Emotionally Handicapped Middle School Students. Poirier, Lynn, 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Self-esteem; social skills training; relaxation training; self-esteem building; parenting program; emotionally handicapped; Coopersmith Self-Esteem Inventory (CSEI); Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE); Van Nagel Parent-Child Influences Questionnaire.

The goal of the practicum was to increase self-esteem, lower anxiety, and improve social skills in 13 emotionally handicapped (EH) middle school boys. A fourth objective was to improve parents' knowledge and skills as to how they could improve their children's self-esteem via parenting classes.

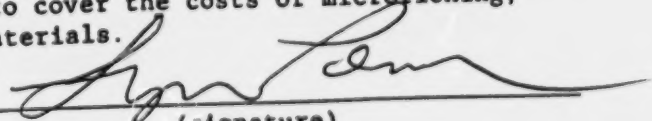
A multifaceted program for realizing these objectives consisted of social skills training, Budzynski's Relaxation Training Program, a self-esteem improvement program, and parenting education classes. The eight-month multifaceted program was evaluated by means of post-tests using Coopersmith's Self-Esteem Inventory (CSI), the Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE), the Spielberger et al. Children's State-Trait Anxiety Inventory, the Gresham and Elliott Social Skills Questionnaire, and the Van Nagel Parent-Child Influence Questionnaire.

Analysis of pre- and posttest data showed strong support for improving social skills and improving parent-child interaction. Improving self-esteem of the 13 EH boys was achieved using the CSI measure, but not when using the BASE measure. Reducing anxiety was achieved if one relaxed the requirement that only those boys who had a 50th percentile anxiety score on the pretest would be considered in the data analysis for this objective; under this relaxed restriction there was a lowering of anxiety in eight of the 13 EH boys. In general, the multifaceted program was deemed a success in realizing the practicum objectives.

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CHAPTER I

INTRODUCTION

Writer's Work Setting and Role

The setting of the practicum was a middle school consisting of 43 permanent areas, 7 portable units, media center, library, audio-visual area, kitchen and cafeteria, gymnasium, administrative area, and a guidance office. The enrollment was 1,133 students. The student body consisted of 371 eighth grade students, 375 seventh grade students, and 387 sixth grade students. Of these 1,133 students, 172 were provided special education services as follows: 95 gifted students, 40 resource learning disability students, 13 self-contained learning disability students, 11 resource emotionally handicapped students, and 13 self-contained emotionally handicapped students.

The students came from several communities and numerous residential subdivisions within the county. Fifty-six percent of the students were transported. Approximately 9% of the students received free lunches and 6% of the students were provided with reduced price lunches. The racial percentages were as follows:

Asian	1.7%	Hispanic	7.3%
Black	7.0%	White	84.0%

The instructional staff consisted of 64 teachers, 3 guidance counselors, 2 media specialists, and 3 administrators who were assisted by 4 clerical personnel, 2 instructional aides, 2 clerical assistants, 1 clinical assistant, and 7 custodial personnel. With

regard to teaching experience, 28 teachers had 10 or more years experience, 33 had 4 to 9 years experience, and 11 had from 1 to 3 years experience. With regard to certification, 43 teachers were certified at Rank III (bachelor's degree), 26 at Rank II (master's degree), and 3 at Rank I (specialist's degree). The pupil-to-teacher ratio for the past academic year averaged as follows: sixth grade, 29 students; seventh grade, 29 students; eighth grade, 30 students.

There were 13 boys enrolled in the school who had been determined by the county to be emotionally handicapped (EH) and eligible for placement in a special education, self-contained class for four hours a day. Their ages ranged from 11 to 15: three in the sixth grade, five in the seventh grade, and five in the eighth grade. Students in this EH classroom were especially low in self-esteem, high in anxiety, and low in social skills development. All 13 of the students were involved in the practicum.

The writer served the school in the capacity of teacher of emotionally handicapped in a self-contained classroom. The writer had 12 years experience with students labeled as emotionally handicapped. With regard to credentials and training, the writer held a master's degree in the area of emotionally handicapped, had advanced training in psychology and child development, and was certified in the areas of learning disabilities, gifted, mental retardation, psychology, social studies, and neurolinguistic programming (NLP).

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The pupils in the writer's class, a class for the emotionally handicapped (EH), showed signs of low self-esteem, high anxiety, and lack of social skills. Low self-esteem was evidenced in many of the students by such behaviors as lack of initiative in speaking out, low level of aspiration in their school or class work, and alienation towards others and the classroom routine. High anxiety was evidenced in many of the students by such behaviors as instability in test situations, a heightened or exaggerated concern about the preservation of self-esteem in the area of academic performance, and a failure syndrome that suggested a marked discrepancy between what a student believed he could achieve and his idealized perception of his expectations concerning what his teachers or parents maintained that he could do (Van Nagel, 1987a).

Finally, poor social skills were evidenced in inappropriate verbal conduct, poor self-control, low impulse control, and undesirable school/classroom behaviors such as not doing homework on time, failure to get along with others, hostile resolution of personal disputes, not listening, resisting peer pressure, interrupting others, not making friends readily, not asking for feedback, and an inability to analyze a problem and choose the best solution (Burks, 1988).

If the problem were solved, the 13 EH students would evidence fewer behaviors characteristic of low self-esteem, high anxiety, and poor social skills development. Consequently there might be more achievement, less anxiety, and better social skills in the classroom.

Stated succinctly, the problem was that many of the pupils in the writer's class for the emotionally handicapped evidenced behaviors indicating low self-esteem, high anxiety, and poor social skills development. It was desired that these behaviors be improved significantly.

Documentation of the Problem

The behaviors characteristic of these 13 EH students were low self-esteem, high anxiety, and poor social skills. This was evidenced by the writer's daily school observation of the students and psychometric measures.

In September, 1989, nine of the 13 EH students scored low or very low on the Coopersmith Self-Esteem Inventory (1987), a self-report inventory which measures attitudes of children (aged 8 to 15), increases of social, academic, and personal contexts. At the same time, eight of the 13 EH students scored high or very high on the Children's State-Trait Anxiety Inventory (Spielberger, 1977) that measures "trait" and "state" anxiety for upper elementary or junior high school children.

The school psychologist indicated that the 13 EH students could benefit from counseling and activities designed to improve self-esteem, social skills, and lower anxiety. His observations and

assessments via the Piers-Harris Children Self-concept Scale (1977), Study Attitudes and Methods Survey (1988), and Mooney Problem Checklist (1950) all evidenced the fact that these students were deficit in these areas.

In March, 1990, nine of the 13 EH students scored low or very low on the Gresham and Elliott (1990) Social Skills Questionnaire for students. The Burks Behavioral Rating Scales (1988) indicated that 10 of the 13 students showed excessive anxiety, poor anger control, poor academics, poor attention, and poor social conformity.

In a survey by the writer, all six of the physical education teachers made statements about the 13 students that are consistent with the above documentation, especially with regard to lack of social skills and self-esteem. In conferences with the parents of these 13 EH students, a general concern was revealed over the very same and related behaviors discussed in the problem statement of the practicum.

Documentation of the problem was further substantiated by the individual educational plan that was developed by the county staff committee. This plan was tailored to each student's cognitive and affective needs. It further stated specific annual goals and short-term objectives which included specific recommendations for academics, the need for an increase of positive social interaction with peers and authority figures, on-task behaviors, self-image, feelings of self-worth, self-esteem, and self-concept. Personal interviews with parents and the students suggest to the writer that one of the

causes of low self-esteem, high anxiety, and poor social skills may be due to inadequate parenting skills.

Possible Causes of the Problem

Possible causes of the aforementioned range from poor home environment and lack of support from parents, to serious psychological problems which require the attention of a professional therapist (Burks, 1988). Physiological factors such as illness, fatigue, and hunger may undermine psychological stability. Physical damage to the brain may disrupt that organ's ability to function optimally with regard to psychophysiological states (Burks, 1988).

In the home environment, the over-manipulation of a child's activities by adults may be a contributing or causal factor. Poor diet may lead to hyperactivity and associated anxiety (Feingold, 1979). The association of the child with an inadequate role model and subsequent imitation of another's poor conduct, such as that of a parent or sibling, may lead to poor self-esteem and high anxiety (Reasoner, 1982). Poor self-esteem in itself may contribute to high anxiety and poor social skills (Wheeler, 1976).

An inability to relax, perhaps a result of parental or peer influences, may somehow encourage anxiety and even low self-esteem (Van Nagel, 1987b). Relaxation is a skill that may be taught. Training or practice in this area can reduce anxiety and low self-esteem (Englehardt, 1979). Test anxiety, typical of the classroom environment, may be another cause (Van Nagel, 1987a).

In many instances social skills may be taught. The very fact that social skills have not been learned may itself be a cause of their absence (Schumaker, Hazel, & Pederson, 1988). This could further increase anxiety and reduce self-esteem (Van Nagel, 1985).

Review of Literature

Basic to the problem were the areas of anxiety, self-esteem, and social skills. Accordingly, the literature focused on these areas.

Anxiety and Self-Esteem

A number of studies indicate that self-esteem and anxiety are causally interrelated. Wheeler (1976) tested 481 high school students and found a significant, inverse relationship between anxiety and reported view of self. Individuals with higher anxiety reported less favorable views of themselves. Strassberg (1973) found that high-anxiety individuals showed lower self-esteem than low-anxiety individuals in that they were less confident of achieving valued goals.

Reasoner (1982) defined self-esteem as the feeling of self-respect that includes five characteristics: a sense of security, identity or self-concept, belonging, purpose, and personal competence. Reasoner feels that self-esteem may be built within a child through training, a process explicated in his program, Building Self-Esteem.

Coopersmith (1987) viewed self-esteem as a judgment of worthiness that is expressed by the attitudes the child holds toward the

self. It is a subjective experience conveyed to others by words and actions. Coopersmith notes that his definition centers on the relatively enduring estimate of general self-esteem rather than on specific and transitory changes in evaluation.

A key finding of the Final Report of the California Task Force to Promote Self-Esteem and Personal and Social Responsibility (California State Department of Education, 1990) was that self-esteem is a kind of social vaccine that inoculates children against a number of social ills, including anxiety and low achievement. The task force sees the family as an incubator of self-esteem and the most crucial social unit in a child's life and development. The parents' high self-esteem is essential for providing a healthy environment for the child. The classroom is likewise seen as a key environment. People who have high self-esteem themselves are less likely to exhibit maladaptive behavior, according to the task force.

Coopersmith (1987) indicated that his review of various studies supported the conclusions that feelings of confidence and self-respect are as important in school performance as they are in other areas of life. He states that from the vantage of studies in building self-esteem, "it also seems that a partnership between parents and schools is not only desirable but necessary if a child's self-esteem is to be maintained at a positive level" (p. 1).

Some programs focus directly on the development of self-esteem. In Toward a State of Esteem, the California Task Force to Promote Self-Esteem and Personal and Social Responsibility (1990) linked many

school and social problems to a state of low self-esteem. The task force listed four key principles of self-esteem as follows:

"Appreciating our Worth and Importance" involves accepting ourselves, setting realistic expectations, forgiving ourselves and others, taking risks, trusting, and expressing feelings. It also rests on appreciating our creativity, our minds, our bodies, and our spiritual beings.

"Appreciating the Worth and Importance of Others" means affirming each person's unique worth, giving personal attention, and demonstrating respect, acceptance, and support. This principle also means setting realistic expectations, providing a sensible structure, forgiving others, taking risks, appreciating the benefits of a multicultural society, accepting emotional expressions, and negotiating rather than being abusive.

"Affirming Accountability for Ourselves" requires taking responsibility for our decisions and actions, being a person of integrity, understanding and affirming our values, attending to our physical health, and taking responsibility for our actions as parents.

"Affirming our Responsibility Toward Others" means respecting the dignity of being human, encouraging independence, creating a sense of belonging, developing basic skills, providing physical support and safety, fostering a democratic environment, recognizing the balance between freedom and responsibility, balancing cooperation and competition, and serving humanity. (pp. 1-2)

Social Skills

Fiedler and Chiang (1989) noted that social skill deficits among students with learning disabilities have been reported extensively in the professional literature. Fiedler and Chiang define social skills as those interpersonal behaviors that allow an individual to interact successfully with others.

This is further supported by Margalit, Weisel, Heiman, and Shulman (1988). They viewed social skills as the ability in a given social context to interact with others in specific ways that are socially acceptable or valued and at the same time personally

beneficial, mutually beneficial, or beneficial primarily to others. "Studies of behavior difficulties among children and adolescents have pinpointed cognitive and affective perspectives, as well as various information processing skills and inappropriate task orientation competencies" (p. 153).

Further confirming this contention, Kazdin (1987) indicated that children need to interact socially in an effective and rewarding manner. He indicates that this implies the need to develop (a) interpersonal knowledge and awareness, (b) the ability to control impulsive behaviors (self-control), (c) problem-solving abilities, and (d) coping abilities to deal effectively with stressful situations.

Bruene, Beier, and Elias (1985) viewed social skills needed by students in a cognitive context. They recommended an eight-step strategy for getting students to start thinking through problem situations:

1. Identification of feelings.
2. Putting problems into words.
3. Deciding on goals.
4. Brainstorming alternative solutions to the problem.
5. Anticipating positive and negative consequences of proposed solutions.
6. Deciding on a solution after considering alternatives.
7. Detailed planning of the steps necessary for putting the solution into effect (students are also taught to anticipate possible obstacles that could occur and how they would cope with them).
8. Think and reflect on how the plan is working; continue to use problem solving thinking until you reach your goal and

use solutions that do not work well as important information for future planning. (p. 11)

Schools are now recognizing that socialization of students must be a primary goal of the schools (Elias and Clabby, 1988). Educators and parents recognize that children are impacted by undesirable and confusing socialization messages from peer networks and from the music, television, motion picture, and print media, a kind of "hidden curriculum." Elias and Clabby (1988) suggested an eight-step approach (an outcome of the Improving Social Awareness-Social Problem Solving (ISA-SPS) Project) by which students can learn to make informed decisions and cope with stress:

1. Look for signs of different feelings.
2. Tell yourself what the problem is.
3. Decide on your goal.
4. Stop and think of as many solutions to the problem as you can.
5. For each solution, think of all the things that might happen next.
6. Choose your best solution.
7. Plan it and make a final check.
8. Try it and rethink it. (p. 53)

In agreement with Elias and Clabby's work (1988), Amish, Gesten, Smith, Clark, and Stark (1988) viewed social problem solving (SPS) as one of many skill clusters believed to contribute to social competence in the form of positive peer relations. Amish et al. (1988) believes that students who are good interpersonal problem solvers are flexible in different social circumstances, able to deal effectively

with stress, and able to develop suitable methods to attain personal goals and satisfy their needs.

To test this view, Amish et al. (1988) developed and implemented a 15-lesson social problem-solving training program with 25 severely disturbed children enrolled in a special day treatment school. Trained children generated significantly more alternative solutions at posttesting than did matched control children.

Schumaker, Hazel, and Pederson (1988) indicated that their 10 years of research showed that people with mild handicaps tend to be deficient in important social skills and that these social skills can be taught to mildly handicapped people with appropriate instruction. Schumaker holds that without acceptable social skills, school children have great difficulty interacting successfully in school and at home. Repeated failures in the social realm can create a self-defeating pattern of discouragement and isolation, thereby leading to low self-esteem, if not even high anxiety.

The literature reviewed indicated that the problems of self-esteem, anxiety and social skills were one of concern and relevant for this practicum. Self-esteem, anxiety, and social skills are key ingredients in any sound educational program, and had special significance for the 13 EH targeted boys for this practicum. Similarly, social skills were a kind of "hidden curriculum" which, if not attended to, could severely impact on the EH student's learning experience and self-esteem. Lack of social skills can lead to conditions that foster low self-esteem and anxiety. The variables of

self-esteem, anxiety, and social skills training are all highly interdependent.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals and Objectives

The goal in general was to increase self-esteem, lower anxiety, and improve social skills in these 13 emotionally handicapped (EH) students of this practicum. There were four specific objectives:

Objective 1 was to raise self-esteem of these 13 EH students via social skills training, relaxation training, self-esteem building, and parenting program. Self-esteem was measured by means of the Coopersmith Self-Esteem Inventory (CSEI) (1987) and the Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE) (1987).

Objective 2 was to reduce anxiety of these 13 EH students via relaxation training and self-esteem building. Anxiety was measured by means of the Spielberger Children's State-Trait Anxiety Inventory (STAI) (1977).

Objective 3 was to improve the social skills of these 13 EH students via social skills training. Their social skills were measured by the Gresham and Elliott (1990) Social Skills Questionnaire.

Objective 4 was to improve parents' knowledge and skills as to how they can improve their children's self-esteem via parenting classes. This was measured by the Van Nagel Parent-Child Influences Questionnaire (1985).

Performance was measured as the difference between pretests (first week of the practicum implementation) and posttests (last week of the implementation). The performance objectives were as follows:

Anticipated Behavior	Measurement Tools	Standards
1. Improvement in self-esteem	Coopersmith Self-Esteem Inventory and the Coopersmith/Gilbert Behavioral Academic Self-Esteem	At least eight of the 13 boys will improve by 10 percentile points on the CSI and at least by one level on two or more factors of the BASE
2. Reduced anxiety	Spielberger et al. Children's State-Trait Anxiety Inventory	Of the boys scoring over the 50th percentile in anxiety, at least eight of them will show at least a 10 percent improvement in both state and trait anxiety
3. Improved Social Skills	Gresham and Elliott Social Skills Questionnaire	At least eight of the 13 boys will show an improved rating on no less than six social skills that are deemed important by the writer
4. Improved parental knowledge and skills as to how to increase their child's self-esteem	Van Nagel Parent-Child Influence Questionnaire (1985)	A minimum of 30% increase from pre- to posttest scores

Description of Measurement Tools

Coopersmith Self-Esteem Inventory (CSEI)

The Coopersmith (1987) Self-Esteem Inventory (SEI) is designed to measure evaluative attitudes toward the self in social, academic, family, and personal areas of experience. The School Form is appropriate with children and adolescents aged eight through fifteen, and was used for the practicum. It contains 58 items: 50 self-esteem items and 8 items that constitute the Lie Scale, which is a measure of a student's defensiveness or test wiseness. Only the total score (50 items) was used, which had a maximum score of 100.

Negative items (for example, "I get upset easily at home") are scored correct if they have been answered "unlike me." Positive items (for example, "I'm pretty sure of myself") are scored correct if they are answered "like me." High scores correspond to high self-esteem. In most studies, the means have generally been in the range of from 70 to 80 with a standard deviation of from 11 to 13 (Coopersmith, 1987). A raw score of 68 corresponds to the 50th percentile for males in the seventh/eighth grade, in general.

Reliability and validity coefficients are in general high. Coopersmith (1987) reported internal consistency of .86 for grade 9, and split-half reliability of .87 for 104 students in grades 5 and 6. Coopersmith reported a strong support of construct validity in various research done on the SEI. Likewise, concurrent validity (coefficients of .33 and .30 were obtained) and predictive validity were especially good with respect to reading achievement.

Coopersmith/Gilbert Behavioral Academic Self-Esteem (BASE)

The Coopersmith/Gilbert (1987) Behavioral Academic Self-Esteem (BASE) consists of 16 statements on which the child is rated on a scale of 1 to 5. An item that describes the way a child never acts is rated 1; if the child seldom acts in the way described, the item is rated 2. Sometimes is rated 3, usually is rated 4, and always is rated 5. If the observer is uncertain about rating a particular item, it is best to give a rating of 3, that is, sometimes. This rating of 3 indicates that the behavior is not often displayed or particularly characteristic of the child.

The BASE has five factors: student initiative, social attention, success/failure, social attraction, and self-confidence. Table 1 shows the classifications of academic self-esteem and their respective ranges for male students (Coopersmith & Gilbert, 1974, p. V-1).

Table 1

Classifications of Academic Self-Esteem and Their Respective Ranges for Male Students

Levels of Academic Self-Esteem	Student Initiative	Social Attention	Success/Failure	Social Attraction	Self-Confidence	BASE Total
High Self-Esteem	26-30	14-15	10	10-15	10	67-80
Moderate Self-Esteem	16-25	7-13	5-9	7-13	5-9	45-66
Low Self-Esteem	6-15	4-6	2-4	3-6	2-4	16-44
Means	20.46	10.58	7.02	9.99	7.14	55.20
SDs	4.78	2.27	1.71	2.36	1.59	10.69

Reliability and validity are in general good for the BASE. Coopersmith and Gilbert (1987) report fairly high internal consistency (item versus total correlation) for individual teachers, but interrater reliability has been weak, with a correlation of .36. The validity of BASE, judged on predictiveness (its relationship to significant social criteria) is moderately strong in relation to academic achievement. Construct validity is also strongly supported, with BASE items consistently factoring into the five components initially found by the authors.

Spielberger et al. State-Trait Anxiety Inventory for Children (STAIC)

The Spielberger, Edwards, Lushene, Montuori, and Platzek (1977) State-Trait Anxiety Inventory for Children (STAIC) consists of 20 statements that ask children how they feel at a particular moment in time. The trait anxiety scale also consists of 20 items, but subjects respond to these items by indicating how they generally feel. The S anxiety scale measures transitory anxiety states; that is, subjective consciously perceived feelings of apprehension, tension, and worry that vary in intensity and fluctuate over time. The T anxiety scale measures relatively stable individual differences in anxiety proneness, that is, differences between children in the tendency to experience anxiety states.

Children respond to the STAIC by selecting one of the three alternative choices for each item which describes them. In essence, each STAIC item is a 3-point rating scale for which values of 1, 2, or 3 are assigned for each of the three alternative choices (hardly

ever, sometimes, often). Thus scores on both the STAIC S anxiety and T anxiety subscales can range from a minimum of 20 to a maximum score of 670.

For a sample of 1,554 elementary school children, Spielberger et al. (1987) found that sixth grade males had a mean score of 37.3 (SD 6.03) for T anxiety and 31.8 (SD 5.84) for S anxiety. For S anxiety, a raw score of 31 corresponds to a percentile rank of 50; for T anxiety, a raw score of 38 corresponds to a percentile rank of 50.

Test-retest reliability coefficients for sixth grade males ($N = 132$) were .65 for T anxiety and .31 for S anxiety. Commenting on various other researchers' tests of reliability, Spielberger et al. (1987) comment that "In summary, the internal consistency of the STAIC scales is reasonably good and the test-retest reliability (stability) of the A-Trait scale is moderate" (p. 8). Concurrent validity is also good, with the T anxiety scale correlating .75 with the Children's Manifest Anxiety Scale, and .63 with the General Anxiety Scale for Children ($N = 75$ children).

The Social Skills Questionnaire

Gresham and Elliott's (1990) Social Skills Questionnaire provides an in-depth profile on each student: the Social Skills Scale, the Problem Behaviors scale, and the Academic Competence Scale. Only the Social Skills Scale (listing 30 skills or items) will be used for the practicum.

The Social Skills Scale consists of 30 statements (such as "Produces correct schoolwork" or "Receives criticism well") which are

each weighted by 0 (Never), 1 (Sometimes), or 2 (Very Often) with respect to "How often?" A second rating, "How important?" is used and weighted either 0 (Not important), 1 (Important), or 2 (Critical). Thus each item is rated according to its perceived frequency and importance.

Rather than an average or total score "measure" of overall social skill, this instrument provides a profile over 30 items, along with the teacher's assessment of the importance of each. For purpose of the practicum, pretest profiles were compared with posttest profiles to determine on which items there was improvement, and by how much.

The Van Nagel Parent-Child Influence Questionnaire

The Van Nagel (1985) Parent-Child Questionnaire is a means for assessing and self-diagnosing specific behavioral interaction of parents and children. There are 122 questions divided into 11 specific categories. They are as follows:

- I Genetic Influences (questions 1-19)
- II Language Development (questions 20-23)
- III Sociological Factors (questions 24-26)
- IV Maturity (questions 27-46)
- V Love and Attention (questions 47-64)
- VI Social Relationships (questions 65-72)
- VII Energy/Fatigue (questions 73-78)
- VIII Responsibility (questions 79-88)
- IX Attitude (questions 89-105)

X Self-concept/Self-esteem (questions 106-116)

XI Consistency (questions 117-122)

A scoring key for the questionnaire is provided with interpretations. The scoring key gives specific information about the implications of the problem area(s) and details as to what to do about the problem. The key factors measured in the questionnaire are defined and described according to research in the literature from 1965 to 1985. Implications of these factors are also described.

CHAPTER IV

SOLUTION STRATEGIES

The problem of the practicum was that many of the pupils in the writer's class for the emotionally handicapped evidence behaviors indicating low self-esteem, high anxiety, and poor social skills development. It was desired that these behaviors be improved significantly.

Possible Alternative Solutions

One approach (solution) was social skills training for emotionally handicapped students for the purpose of improving social skills (Fiedler & Chiang, 1989; Schumaker, Hazel, & Pederson, 1988). It may also be used to reduce stress (Kroungold, Gesten, Aradi, & Gertsmeier, 1981).

A second possible approach was the cognitively oriented Self-Talk method used by Helmstetter (1985). This method may be used to encourage positive self-attitudes.

A third approach was the use of standard relaxation methods. Jacobson's (1938) Progressive Relaxation method, in which various muscle groups are systematically tensed and released by learning to discriminate between the resulting sensations of tension and relaxation, could be used to eliminate muscle contractions and experience a feeling of deep relaxation. Wolpe's (1973) systematic desensitization, in which anxiety hierarchies (felt by the individual) are

counterposed by relaxation (such as progressive relaxation), could be used to eliminate anxieties.

A more sophisticated form of relaxation is Schultz's (1953) method of Autogenic Training (AT). This method is a graduated series of mental exercises involving relaxation and awareness of physical and psychological states, and is well suited to the improvement of self-esteem and anxiety removal.

Budzynski's (1978) Relaxation Training Program could be used. It is based on AT but designed specifically for children rather than adults.

A special program for improving the self-esteem of children and parents could be used. It could be based on Reasoner's (1982) Building Self-Esteem and the California Task Force's (1990) Toward a State of Esteem.

Parenting education could be very helpful in dealing indirectly with anxiety, self-esteem, and social skills in the children. Parenting education could be employed along lines suggested by McDaniel and Bielen (1990) and Popkin (1983).

Schumaker, Hazel, and Pederson (1988) developed a program, complete with instructor's manual, to help children learn the social skills they need to function more effectively at school, in the home, and community settings. The program teaches 30 social skills identified as common problem areas for mildly emotionally handicapped young people, organized into three categories: conversation and friendship skills, skills for getting along with others, and problem-solving

skills. Students may learn skills ranging from greeting and asking questions to negotiating and joining group activities.

The Florida Diagnostic and Learning Resources System provided a workshop, Learning Strategies/Understanding Social Skills. The writer attended this workshop in 1989.

Studies showed that relaxation can remediate the problem of low self-esteem and high anxiety. Englehardt (1979) had students complete a relaxation program and, on the basis of her data, concluded that if individuals can learn to release debilitating tension and decrease anxiety levels, then there will be an increase in self-esteem. Holland (1980) used the QR (Quieting Reflex) program to successfully teach adults and young people how to relax, a program involving sequential tasks identified in the program. McKin (1972) used a cognitive approach in the form of experience in visual thinking ("Peace, Harmony and Awareness") to release tension and thereby gain full energy and attention to the task at hand, a kind of relaxed attention.

Roome and Romney (1985) supported the underlying assumption of the present practicum that relaxation exercises can reduce anxiety in children and even enhance their self-esteem by inducing an inner locus of control. Cautela and Groden (1978) described relaxation procedures for children with special needs, and provided further support for linking relaxation to self-esteem. The authors pointed out that relaxation may reduce socially unacceptable behaviors and produce a greater feeling of normality; enhance physical well-being by increasing desirable muscle tone and developing better

sensory-motor control; and might result in an improved self-concept and greater dignity ascribed to the person (p. 39). Cautela and Groden noted that there has been a great failure to attempt any application of relaxation procedures to young children and special needs children, as was done in the present practicum.

Gorton (1959) some 30 years ago characterized autogenic training (AT) as a series of prescribed exercises whose purpose is to develop the ability to achieve inner relaxation, to produce psychophysiologic changes, and to improve the capacity for introspection and insight, leading to increased self-direction of the organism with a strengthening of health biological potentials and a reduction or elimination of malfunction of disease (p. 31). Gorton (1959) held that benefits of AT include heightened insight, self-critical ability, and self-determination which contribute to optimal self-realization; an increased capacity for voluntary physical and mental performance; the control of bodily processes that are ordinarily autonomous, such as circulation or respiration; the ability to rest and to restore energy at will; and the capacity to relax, both through an effort of "will power" and through the dissolution of inner psychophysiologic tension.

AT is a comprehensive relaxation approach that is especially relevant for dealing with psychological dimensions such as self-esteem and anxiety, thus going further than just relaxation or simple desensitization as found, for example, in the approaches of Jacobson (1938) and Wolpe (1973). In particular, the Budzynski (1978) Relaxation Training Program reflects the AT approach to relaxation

and is especially designed for children. Instructions are available on tape along with recording and assessment forms.

A number of programs are available for parenting education for the purpose of improving parenting skills. Popkin (1985) described various parent education programs designed to help parents learn adequate parenting skills. Parent support groups described by Krupinski and Weikel (1985) help parents to work out frustrations, share problems, and compare techniques of dealing with children. In general, parent education involves classes or groups intended to help parents learn new methods of parenting in order to address specific problems such as self-esteem, anxiety, and social skills.

McNergney and Haverman (1988) pointed out that the home is the most important single factor in a child's functioning. Especially important is parental involvement with schools. Even without formal parenting classes, the authors point out that teacher involvement with parents can lead to improvement in many areas of concern.

The Center for Self-Esteem (1989) suggested ways for parents and educators to promote self-esteem, ways that could form the core of a program of parent education classes. Project Self-Esteem, developed by McDaniel and Bielen (1990), is essentially a parent involvement program for improving self-esteem.

Selected Solutions: Rationale

The solutions actually selected for the practicum were social skills training, Budzynski's (1978) Relaxation Training Program, self-esteem improvement program, and parenting education. The

rationale for selecting, as well as not selecting, certain solutions was as follows.

Social skills training directly addressed the problem of improving social skills and therefore was consistent with the problem of the study. Accordingly, such training was employed in the practicum.

With respect to relaxation, Jacobson's (1938) progressive relaxation and Wolpe's (1973) systematic desensitization were behavioristically oriented and not directly concerned with cognitive states such as self-esteem. Accordingly, they were not used.

While autogenic training (AT) was comprehensive in that it involved principles of progressive relaxation and systematic desensitization, as well as psychological states of mind and feeling such as self-esteem and general feelings of bodily health and well-being, it is designed for adults and was not used. Instead, the Budzynski relaxation program was selected because it was an autogenically based solution for children, which included the use of tapes to explain each of the six distinctly different exercises of the program, each exercise being based on one of six major areas (types) fundamental to relaxation methodology.

A special program for improving the self-esteem of children and parents was used, since such improvement was a goal of the practicum. Finally, parenting education was used for purpose of improving parenting skills which are so important to the development of a child's self-esteem.

The Four Solution Strategies

Social Skills Training

Consistent with the Gresham and Elliott (1990) Social Skills Scale used in the practicum, the social skills training given emphasized the positive social behaviors such as sharing, giving compliments, and following rules. The chief guide to which specific skills were focused on was provided by Schumaker, Hazel, and Pederson (1988) in their Social Skills for Daily Living. The program taught the 30 social skills identified as common problem areas for mildly emotionally handicapped young people: Conversation and Friendship Skills, Skills for Getting Along with Others, and Problem-Solving Skills. See Appendix A for a definition of each skill. Note that Body Basics is the prerequisite for all the other skills in the program. Following Body Basics, each skill cluster--Conversation and Friendship, Getting Along with Others, and Problem Solving--includes skills ranging from easy to more difficult. These skills also served as a kind of social skill checklist that assessed the specific needs and flow of the social skills training.

Specific situations were selected which then served as learning situations for these 13 students. Eight such situations were taken from the Orlando workshop attended by the writer and sponsored by the Florida Diagnostic and Learning Resources system (1990).

1. Another person makes fun of some part of your body (for example, nose, hair).
2. You have just played a game with a friend and you won the game.
3. You have just played a game with a friend and you lost the game.

4. You see a bunch of friends playing a game together and you would like to join them.
5. You would like to ask a friend to do something with you like go to the baseball game or go to the movies.
6. Someone tries to pick a fight with you by calling you dumb, stupid, etc.
7. You would like to ask a neighbor if he/she has any odd jobs you can do for pay.
8. You need to cancel an appointment and arrange a new appointment.

Social skills were taught in the context of such situations as the above using six strategies suggested by Fiedler and Chiang (1989).

1. Instructions and Rationales. Students were told what they are going to be taught and why it is important to learn a given skill. The writer gave specific examples of how they could be more successful in interacting with others once a deficit skill had improved.

2. Modeling. Particular skills and their components were demonstrated by the writer. In addition to live demonstrations, the writer used films or videotapes, audiotapes, and mental imagery. The modeling sequence (demonstration) was clear, detailed, and progressed sequentially from least to most difficult skills. The lesson was repetitive and free of extraneous details.

3. Concept Teaching. The writer presented both relevant and irrelevant attributes of a particular social skill to determine the students' ability to distinguish between examples and nonexamples of the skill behavior. For example, in teaching the social skill of politeness, the writer first demonstrated examples and nonexamples of

that skill and then questioned the students to determine their awareness of the distinction between the two categories of behavior.

4. Role-Playing/Behavioral Rehearsal. Students had opportunities to practice a particular skill after having viewed a skilled model perform the requisite behaviors. The writer prompted, coached, and gave feedback during the training session.

5. Coaching. The writer gave students corrective feedback after a role-playing demonstration. The feedback was verbal, gestural, or physical prompts and cues.

6. Contingent Reinforcement. The writer reinforced a student each time he demonstrated the newly instructed skill. Praise and approval were used to facilitate maintenance and generalization of newly acquired skills.

Budzynski's Relaxation Training Program

The Budzynski (1978) Relaxation Training Program is a voluntary training sequence of six exercises designed to teach body/mind relaxation. The manual (see Appendix B) included instructions (and cautions) for using each individual exercise and a personal exercise log for recording progress in learning each of the exercises. The six exercises are:

1. Tense-Slo-Relax
2. Differential Relaxation
3. Limb Heaviness
4. Arms and Legs Heavy and Warm
5. Forehead and Facial Relaxation

6. Stress Management

The definition of each exercise was provided in the manual (see Appendix B) and will therefore not be repeated here. Note that there are appropriate tapes to be used in conjunction with each exercise.

Self-Esteem Improvement Program

A special section of Learning 90 was devoted to self-esteem activities and ideas. The writer utilized these activities to develop self-esteem in the children. The activities included Exploring Inner Places, Meeting Myself, Showing Both Sides, Connecting Across Time, How Does It Feel to Be Old?, Senior Citizen Savvy, The Famous Me, Self-Esteem Week by Week, Fanning Family Pride, Shield Symbols, and My Family Shield. The activities are described in detail in Appendix C.

Reasoner's (1982) Building Self-Esteem program was used as it is a comprehensive program which can involve the school administration, teachers, and parents. There are 122 activity work sheets with over 400 extension activities. Each work sheet is designed to teach one of Reasoner's five components of self-esteem as listed: sense of security, identity of self-concept, belonging, purpose, and personal competency. Twenty reproducible reward sheets are provided for positive reinforcement of student accomplishments.

Whatever the specific activities used to promote the development of self-esteem, parents and educators should keep in mind certain principles or ways to promote it. A very useful set of such principles was found in a newsletter from The Center for Self-Esteem

(1989) and will be applied consistently throughout this self-esteem building program.

Recognize accomplishments: banners, posters, signs

Teach how to learn from mistakes because everyone makes mistakes

Practice problem solving

Practice saying good things about yourself and others

Provide opportunities for everyone to succeed

Teach care and consideration of others

Parenting Education

The objective of the parenting program was to give the parents skills that were known to build self-esteem in students. Essentially, the parenting education program was based on the Parent Program which is part of Project Self-Esteem by McDaniel and Bielen (1990).

At least one of the parents, preferably both, of each of the 13 EH students of the practicum was recruited for the parenting education class. Recruitment was done through letters, telephone calls, and personal visitation of the homes.

The Parent Education Program focused on eight lessons: Social Skills, Social Skills/Choice Making, Assertiveness Training, Broken Record, Fogging, Peers and Conformity, Friendship and Assertive Apology, and Alcohol and Drug Abuse. Each lesson provided the parent with background information and discussion, followed by a number of family activities relevant to the lesson topic. It should be noted that some of the suggested activities were deleted, since they are

intended only for those parents who have a child in the Project Self-Esteem Program. The details of the background discussion and recommended family activities are shown in Appendix D and, accordingly, are not repeated here.

The writer supplemented the eight parent education class meetings with special handouts based on topics that arose in the classes from time to time. These were either specially prepared and duplicated for handout by the writer or copies of special relevant materials found in the literature.

The parents took a pre- and posttest using the Van Nagel (1985) Parent Child Interaction Questionnaire. The result was analyzed in terms of whether or not the parents changed their behaviors as a result of the training.

Steps in the Practicum

1. Permission was obtained from the administration for carrying out the practicum.
2. Materials essential to implement the four facets of the program were collected, although most of it is already in hand.
3. Baseline data on self-esteem, anxiety, and social skills development was obtained by means of the four measures identified in the present practicum.
4. Behavioral observations via Burks' behavioral rating scale, bimonthly, indicated student behavior changes if noted (pre and post). These results are stated in a behavioral format.

5. The writer carried out and monitored the overall program (relaxation, parent education classes, social skills training, and self-esteem training) throughout an eight-month period.

6. At the end of the eight-month program implementation, the 13 EH students were measured again using equivalent or the same forms of the measuring instruments, and these post-data were compared with the initial baseline data to determine whether or not the expected improvements had occurred. All of the above was depicted graphically, summarized, and explained.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The practicum results were the comparisons of measurements of four behaviors before and after the eight-month implementation period. In particular, baseline (pretest) data were compared with the final (posttest) data in order to evaluate outcome with respect to four behavioral objectives. Results were as follows.

The first objective sought to raise the self-esteem of the 13 EH students. The standard for realization of this objective was that at least 8 of the 13 boys would improve by 10 percentile points on the Coopersmith Self-Esteem Inventory (CSI) (1987) and at least by one level on two or more factors of the Coopersmith/Gilbert Behavioral academic Self-Esteem (BASE) (1987). Table 2 shows pre- and posttest scores of the 13 EH boys on the CSI. Table 3 shows the factors on which each of the 13 students improved by at least one level (from low to middle self-esteem).

The data in Table 2 show that 9 of the EH boys (numbers 1, 3, 5, 6, 7, 9, 11, 12, and 13) improved by 10 or more percentile points on the CSI over the eight-month implementation period. Therefore the first part of objective 1 was achieved.

The data in Table 3 show that 7 of the EH boys (numbers 1, 5, 6, 7, 9, 11, and 12) showed improvement of at least one level (from low self-esteem to moderate self-esteem) on two or more of the factors. Since the objective here was that at least eight of the boys show

Table 2

Pretest and Posttest Percentile Scores of the 13 EH Boys on the CSI

EH Boys	Pretest Score (Percentile)	Posttest Score (Percentile)	Increase in Score (Percentile)
1	20	35	15
2	40	48	8
3	32	43	11
4	47	50	3
5	15	30	15
6	40	51	11
7	16	40	24
8	46	53	7
9	39	54	15
10	15	24	9
11	34	48	14
12	27	42	15
13	47	59	12

Table 3

Incidence of Improvement by Each of 13 EH
Boys on Five Factors of BASE

EH Boys	Factor(s) Improved on by at Least One Level
1	Self-Confidence Student Initiative
2	Success/Failure
3	No improvement
4	Social Attention
5	Social Attraction Student Initiative Social Attention
6	Social Attention Self-Confidence
7	Student Initiative Social Attention
8	Social Attraction
9	Self-Confidence Social Attention Student Initiative
10	No Improvement
11	Social Attention Self-Confidence
12	Student Initiative Self-Confidence
13	Social Attention

such improvement, this objective was not met. Therefore the second part of objective 1 was not achieved.

The second objective sought to reduce the anxiety of the 13 EH boys. The standard of realization of this objective was that, of the boys scoring over the 50th percentile in anxiety on the pretest, at least eight would improve by 10 percentile points in both state and trait anxiety. Table 4 shows the pre- and posttest scores for the 13 EH boys on state and trait anxiety.

The data in Table 4 show that eight of the EH boys (numbers 1, 3, 5, 7, 9, 11, 12, and 13) improved by at least 10 percentile points on both the state anxiety and trait anxiety scales. However, objective 2 was not achieved here because on the pretest only 6 of the 13 boys had a score of 50 percentile points or better with respect to state anxiety, 9 with respect to trait anxiety. Only six of the EH students had pretest scores over the 50th percentile on both state and trait anxiety, of which only five improved their anxiety score by 10 points or more on both of these measures. However, the goal of at least eight boys improving their score by 10 percentile points was achieved if the requirement of an initial 50th percentile score (or better) were removed.

The third objective sought to improve the social skills of the 13 EH students. The standard of realization of this objective was that at least 8 of the 13 boys would show an improved rating on no less than six social skills that are deemed important by the writer. Table 5 shows the number of social skills on which each boy improved over the eight-week practicum implementation.

Table 4

Pretest and Posttest Percentile Scores of 13 EH Boys on State Anxiety and Trait Anxiety

EH Boys	State Anxiety (Percentile)			Trait Anxiety (Percentile)		
	Pre	Post	Decrease	Pre	Post	Decrease
1	52	40	12	55	45	10
2	40	32	8	40	35	5
3	54	43	11	55	45	10
4	60	50	10	60	52	8
5	49	37	12	55	43	12
6	50	40	10	40	32	8
7	55	40	15	60	40	20
8	35	35	0	42	40	2
9	53	41	12	53	42	11
10	49	40	9	53	47	6
11	50	39	11	63	47	16
12	39	28	11	47	35	12
13	49	36	13	53	41	12

Table 5

Incidence of Improvement on Social Skills for
Each of the 13 EH Boys

<u>EH Boys</u>	<u>Number of Skills Improved</u>
1	9
2	5
3	6
4	5
5	10
6	9
7	9
8	3
9	7
10	4
11	7
12	9
13	6

The data in Table 5 show that nine of the boys (numbers 1, 3, 5, 6, 7, 9, 11, 12, and 13) made an improvement on six or more social skills. Therefore, objective 3 was achieved.

The fourth objective sought to improve parental knowledge and skills as to how to increase their child's self-esteem. The standard of realization of this objective was that on the posttest, each parent would exhibit a minimum of 30% increase in score over the pretest. Table 6 shows the number of "yes" responses on the pretest and posttest, the decrease in the number of these answers, and the percentage decrease for each of the 16 parents of the parenting class. Note that a "yes" response is negative and indicates a problem area for the parent with regard to parent/child interaction.

The data in Table 6 show that of the 16 parents, only parents 1 and 7 failed to achieve at least a 30% reduction in the number of "yes" responses. Since the huge majority (88%) of the parents did achieve a 30% or greater reduction in these responses, objective 4 was achieved.

Conclusions

Practicum objective 1 was partly achieved. While 9 of the 13 EH boys improved by 10 or more percentile points in self-esteem measure, only 7 of them improved at least one level on two or more factors on BASE, a second measure of self-esteem used in the practicum. Both results, however, indicated that there was much improvement in self-esteem by the 13 EH boys as a group over the eight-week practicum implementation.

Table 6

Number of "Yes" Responses by 16 Parents on Pretest and Posttest for Van Nagel Questionnaire

Parent	Pretest	Posttest	Decrease	Percentage Decrease
1	13	10	3	23%
2	16	11	5	31%
3	21	10	11	52%
4	17	11	6	35%
5	11	6	5	45%
6	19	12	7	49%
7	21	15	6	29%
8	23	14	9	39%
9	18	11	7	29%
10	12	6	6	50%
11	27	15	12	44%
12	18	11	7	39%
13	20	12	8	40%
14	17	9	8	47%
15	23	14	9	39%
16	19	11	8	42%

Practicum objective 2 was not achieved. Of the six EH students who had pretest scores over the 50th percentile on both state and trait anxiety measures, only five improved their anxiety score by 10 points or more on both of these measures. However, if no restriction is placed on the initial pretest anxiety scores, then the goal was achieved in that there were eight boys who improved their anxiety scores by 10 percentile points on both the state and trait measures.

Practicum objective 3 was achieved. Nine of the 13 EH boys made an improvement on six or more social skills.

Practicum objective 4 was achieved. Fourteen (88%) of the 16 parents of the parenting class showed a 40% or greater reduction in the number of negative responses with respect to their parent/child interactions.

Based on these four results, it was concluded that the practicum implementation was a success. As a group, the 13 EH students improved their social skills and self-esteem, and reduced their overall anxiety significantly, a result consistent with findings of Gresham and Elliott (1990), McDaniel and Bielen (1990), and Reasoner (1982). The 16 parents of the parenting class greatly improved their knowledge and skills as to how to increase their child's self-esteem as evidenced in the reduction of negative parent/child interaction evaluations, a result consistent with work of Van Nagel (1985). It could be concluded that the multifaceted program implementation was a success.

Recommendations

Three recommendations were made with respect to any replication of the practicum.

1. It is recommended that the practicum be replicated using a sample of regular education students. The results of the practicum were relative to an EH group, results that might change if the practicum were implemented, instead, using a group of regular education students.

2. For purpose of special follow-up remediation, it is recommended that any replication of the practicum seek to identify individual performance patterns on the various measures of behavior (self-esteem, anxiety, and social skills). The present practicum used group scores in order to determine whether or not certain objectives had been achieved; individual patterns were not focused on. It is conceivable that certain individuals might have had consistently low scores on the three behaviors and could, accordingly, be singled out for special consideration.

3. For the purpose of better evaluating the separate components of the multifaceted program (solution strategy), it is recommended that the practicum be replicated using single components as solution strategy. The results of the present practicum were attributed to a total implementation; the effects of specific components could not be determined. For example, one might implement a similar practicum using only a relaxation training program such as that of Budzynski (1978). Any results could be evaluated in relation to such a program.

Dissemination

Practicum results are intended to be shared not only with other teachers, but with local school officials such as principals, superintendents, and board members. Results can be made available at various statewide conferences as well as in other parts of the nation.

Articles related to the practicum will be written and made available to interested newspapers, journals, newsletters, and magazines. Abstracts will be sent to other students, interested groups, and/or individuals.

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APPENDIX A

SOCIAL SKILLS FOR DAILY LIVING

Social Skills for Daily Living*

PROGRAM CONTENTS

PREREQUISITE SKILL

Body Basics	Using the appropriate behavioral components in social interactions. These components include facing the other person, maintaining eye contact, and using an appropriate voice tone, facial expression, and body posture.
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CONVERSATION AND FRIENDSHIP SKILLS

Active Listening	Listening closely and asking questions to make sure one understands what others are saying.
Greeting	Saying hello or hi and asking a question when one first sees someone or wants to meet someone.
Saying Goodbye	Ending conversations in a friendly way and then leaving.
Answering Questions	Responding appropriately, honestly, and with a complete statement when asked a question.
Asking Questions	Asking questions when needed: for example, to get more information, to find out how to do something, or to clarify instructions.
Introducing Yourself	Saying one's name and, if appropriate, shaking hands when meeting others.
Interrupting	Breaking into or joining a conversation appropriately, without being rude and without talking when others are talking.
Conversation	Able to carry on a conversation, including interrupting appropriately, greeting the other person, introducing oneself, listening, asking and answering questions, and saying goodbye.

*From Schumaker, Hazel, and Pederson (1988), pp. 5-6.

Making Friends

Able to make friends with whom one has things in common. Able to orchestrate a series of relationship-building encounters, including greeting the person, having conversations, and initiating activities.

SKILLS FOR GETTING ALONG WITH OTHERS

Accepting Thanks	Listening to thanks and accepting thanks appreciatively.
Saying Thanks	Thanking others sincerely and appreciatively.
Accepting Compliments	Listening to compliments and accepting them sincerely.
Giving Compliments	Sincerely complimenting others when they have done something well or look especially nice.
Apologizing	Apologizing for mistakes and offering to make amends in an appropriate way.
Accepting "No"	Accepting no for an answer, especially from authority figures, without arguing.
Resisting Peer Pressure	Saying no to peers when they suggest a wrong or illegal activity. Able to suggest an alternate activity and/or gracefully get out of an activity if necessary without losing friends.
Responding to Teasing	Handling teasing appropriately by remaining calm, making statements appropriate to the situation, and refraining from fighting.
Accepting Criticism	Listening to and trying to understand criticism without getting angry. Making appropriate statements regarding how one will try to change.
Giving Criticism	Explaining to others in a calm, concerned way how they have upset one.

PROBLEM-SOLVING SKILLS

Following Instructions	Listening to instructions and accurately carrying them out, pleasantly and without argument.
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Getting Help	Asking for help from appropriate people when needed.
Asking for Feedback	Asking an appropriate person to analyze the quality of one's work and give suggestions for improving it.
Giving Rationales	Giving good reasons for doing or believing something, emphasizing the benefits to the other person.
Solving Problems	Able to analyze a problem, develop possible solutions, choose the best solution, and specify a plan for carrying out the chosen solution.
Persuasion	Trying to convince others to agree with something or to do what one wants by giving good rationales.
Negotiation	When having a conflict, engaging in a series of interchanges to forge a compromise and reach an agreement with the other person.
Joining Group Activities	Approaching a group member appropriately and asking to join an ongoing group activity.
Starting Activities with Others	Initiating activities with others and making the necessary arrangements.
Giving Help	Assisting others when needed, without taking over the task. Able to teach others new skills.

APPENDIX B

MANUAL AND GUIDE TO ACCOMPANY BUDZYNSKI'S
RELAXATION TRAINING PROGRAM

Manual and Guide to Accompany Relaxation Training Program*

The RELAXATION TRAINING PROGRAM is a voluntary training sequence that consists of six self-contained exercise elements designed to teach body/mind relaxation. This manual is intended to help you use the program most efficiently, and includes:

- * instructions (and cautions) for using each individual exercise element
- * a personal exercise log for recording your progress in learning each of the exercise elements
- * a selected bibliography of sources for further information on relaxation training and its application

Please read the instructions for each exercise element carefully before beginning your practice. Use each exercise element in sequence, and practice it until you feel you have mastered the new skill before going onto the next exercise. You may use the accompanying exercise logs for each element to chart your progress.

INSTRUCTIONS

I. Exercise MV3-1 TENSE-SLO-RELAX

The object of this tape side is to allow you to develop a "muscle sense" or conscious awareness of feelings of tension and relaxation in your muscles. Use this side for practice twice each day until you do develop this awareness. In other words, you should be able to verbalize what the tension feels like, such as tightness, pressure, etc., and just where you feel it, for example, in the biceps, forearm extensor, etc. Additionally, you should be able to tell someone what your muscles feel like when they are relaxed, such as heavy, tingly, warm, limp, etc.

CAUTION: Do not overdo the tensing! If you have back troubles or other musculoskeletal medical problems, do not aggravate by excessive tensing of the affected muscles. A moderately low, sustained level of tension can be as effective as a high level.

II. Exercise MV3-2 DIFFERENTIAL RELAXATION

This tape side is designed to give you practice at relaxing some muscles while others are tensed. This approximates the everyday situations in which you must employ certain muscles but could be relaxing others, for example while driving a car, shopping, or giving

*From Budzynski (1978), pp. 2-4.

a speech. The ability to differentially relax your muscles allows you to save considerable energy. The result is a feeling of control, less tiredness, greater energy and less tense-muscle problems.

You should try to use your differential relaxation skills in all of your daily activities. No matter what activity in which you are engaged, try to relax those muscles you do not need to use. Watch particularly for tense shoulders, forearms, abdominal muscles and jaws. When you become aware of tension, relax those muscles if you can.

Use this tape side until you can feel a measure of control in tensing some muscles while relaxing others.

III. Exercise MV3-3 LIMB HEAVINESS

Now that you have begun to develop a "muscle sense," you can refine your ability to decrease muscle tonus to very low levels. This tape side, together with the next two sides, will deal with the use of auto-suggestive phrases that will allow you to relax very deeply. There will be no muscle tensing, but you will have to become very aware of subtle sensations in the muscles.

NOTE: When using these auto-suggestive phrases, you must do so in a passive volitional rather than an active striving manner. Trying too hard to force the suggestions often will result in just the opposite result taking place. Allow the suggestions to implement themselves; don't force it or order it to happen. It may take awhile, perhaps weeks, for the suggestion to be felt (or it could happen the first time you use this tape side). Stay with the tape side until unmistakable sensations of relaxation are felt in your arms. As usual, schedule two sessions a day and remember--don't dwell on intruding thoughts--this is your time, it doesn't belong to your work or family.

IV. Exercise MV3-4 ARMS AND LEGS HEAVY AND WARM

Now you are ready to add to the phrases you practiced on limb heaviness. This tape side focuses on feelings of warmth in the arms and legs, although it will be felt primarily in the hands. This warmth is due to an increase of blood to the small arteries of the skin in the hands and feet. Unlike the earlier tape sides which dealt with skeletal muscle relaxation, this side and side MV3-5 will begin to develop the control over this autonomically mediated response. Specifically, peripheral blood flow is increased by decreasing sympathetic nervous system (SNS) outflow. This is the subsystem (within the larger Autonomic Nervous System (ANS)) which goes into action when you are anxious, fearful, or in some way excited. Thus, by increasing hand warmth, you have decreased SNS activity, or you could think of it as relaxing the Autonomic Nervous System.

As you listen to this tape side and repeat the auto-suggestive phrases, focus your concentration on the webbing between each finger. The warmth is quite often felt here initially. Again, it is important to use passive "let it happen" volition rather than "active striving." If you care to try it, imagined visual scenes such as a warm, sunny beach or hands in battery-heated mittens may help bring on the warmth. Maintaining a regular, rhythmic abdominal breathing (not upper chest) also helps to produce warmth in the hands.

NOTE: Don't be discouraged if your hands and feet seem to get cooler. This is quite common at first. A number of sessions may be required to develop this skill.

Use this tape side until you can feel your hands warming reliably each time you practice. Try to keep your hands warm all through the day.

V. Exercise MV3-5 FOREHEAD AND FACIAL RELAXATION

Facial muscles are among the most difficult to relax. However, they are the key to really profound relaxation. This side will continue the use of phrases already practiced while adding new phrases. It is important while listening to this tape to keep your jaw very relaxed. Keep your teeth apart although you may wish to keep your lips together in order to prevent mouth dryness. Remember to breathe primarily from your abdominal region and not your upper chest.

NOTE: Do not use the phrase "I am calm" unless you do feel relaxed. Moreover, do not use the phrase in everyday life situations until you have practiced it for at least two weeks while listening to the tape. The phrase must be paired a number of times with an actual state of calm before one attempts to use the phrase to produce calm in everyday life situations. Remember to check your breathing many times during the day--make sure it is rhythmical and from the abdomen. Check also for feelings of muscle tenseness and cool hands. Release the tension where you can and let your hands warm by repeating the phrases including "I am calm." It is very important that you learn to use the phrases often during the day, for example, each time the phone rings, think a phrase before picking it up. As you are driving in traffic, relax your jaw and facial muscles, lower your shoulders, and breathe from your abdomen. Learn to be more relaxed in all situations.

VI. Exercise MV3-6 STRESS MANAGEMENT

Now that you know how to relax generally, you can begin to go to work on those situations that cause you undue stress or anxiety. It is a fact that if you can use your imagination and visualize yourself performing well in these situations while remaining relaxed, that you will eventually transfer or generalize this ability to the real life situation. Of course, the first few times that you try to imagine these situations you may feel some anxiety. If you do, try to relax

it away and keep visualizing. However, if you cannot manage to relax while imagining, stop the scene, banish it from your mind and focus on the relaxation of your muscles and the phrases. This tape side will have you focus on relaxing first and then it will alternate silent spaces with relaxation instructions. During the silent periods, visualize yourself in these tough situations; however, "see yourself" using the phrases, relaxing your muscles, warming your hands, and generally coping well. If a particular scene causes too much anxiety, you will need to soften it somehow, perhaps by changing it to an earlier period of time. Thus, for example, visualizing a final exam may be too much. If so, visualize yourself studying for the exam and it is one week to the actual exam. Then try a scene where it is the night before. Next, the morning of the test. Finally, you can try the actual exam scene once more.

NOTE: If you are using these tapes in conjunction with sessions of psychotherapy, behavior therapy, or biofeedback, the planning of the scenes should be worked out with your therapist.

IMPORTANT! In general, try to incorporate your phrases into your everyday activities. Be aware of heightened arousal. If it is inappropriate, use your phrases or relaxation abilities, or take time to listen to a cassette side. Fall back on listening regularly to the tapes if stress in your life builds up.

APPENDIX C

LEARNING 90 ACTIVITY BOOK FOR BUILDING SELF-ESTEEM

Learning 90 Activity Book for Building Self-Esteem*

EXPLORING INNER PLACES

By Sonja Lutz and Sarah Bennett

Students are usually surprised when the class jokester turns serious or a shy child wants to be in the play. Help them explore facets of their own and others' personalities by creating "sun/moon circles." Have them choose symbols that depict the qualities they show most of the time (their "sun" side), and the ones they show less often (their "moon"--or hidden--side). They'll begin to appreciate their own qualities and differences in others.

GETTING STARTED

On the chalkboard, copy the first line of the grid on the student page "Meeting Myself" (p. 23). Then start your students thinking about the many facets of their personalities, using yourself as an example. Ask what kind of person they think you are (funny? organized?). Ask what animal you remind them of, and why. What single adjective best describes that animal: Write the animal and adjective in columns 1 and 2 on the board. Next, tell the kids there's another animal that describes you, but it describes a facet of your personality that only a few people ever see. Write the name of that animal in column 3, then have the kids help you pick an adjective for column 4. Finally, distribute "Meeting Myself" and have your students use the chart to explore their own "sun" and "moon" sides.

Once the charts are finished, distribute "Showing Both Sides" (p. 24) so your students can create their individual sun/moon circles. They might want to use the sheet for a sketch, saving their final version for a larger piece of construction paper. In either case, be sure to have art materials and old magazines available so your students can make the images. If they can't come up with an exact image, they can use a symbol. For example, if they've chosen a horse as their animal, they might use a horseshoe. Your students can refer to their circles in oral presentations about themselves.

BRANCHING OUT

- The class can do the same analysis about themselves as a group. Have the kids vote on an animal, plant, and so on, that best reflects

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their class character. Then suggest they display their choices on a banner to hang over the classroom door. (Kindergartners love this.)

- Your students could also do a sun/moon circle for a favorite historical or literary person, then make a presentation and see if the class can guess who the person is.
- Your students can write compare-and-contrast sentences, using the items listed in columns 1 and 3 or the characteristics listed in columns 2 and 4.
- Your students can write a poem using images and words of either their sun or moon side--or both.
- Challenge your students to discover how much they know about one of their classmates. Have everyone pick a name from a hat. Then, direct them to sketch out in secret a sun/moon circle for that classmate. As each student displays a circle to the class, the other students can list various characteristics the images might represent.

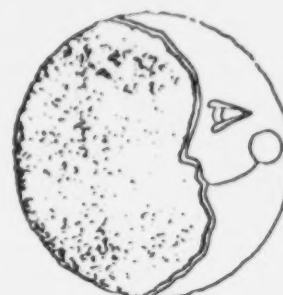
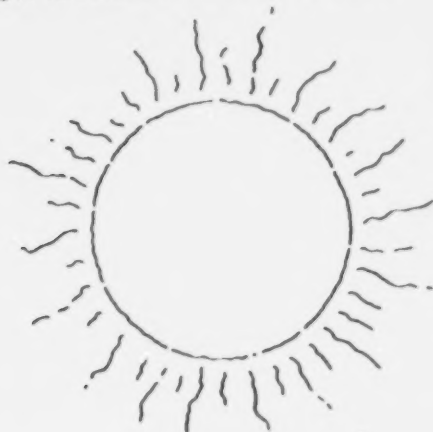
Name _____

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MEETING MYSELF

**STUDENT
PAGE**

You show some things about yourself to almost everybody. This is your sun side. But you may show other things only to your closest friends. This is your moon — or hidden — side. Fill in the chart below to find out more about both sides.



	1	2	3	4
	I usually show myself as	Adjective describing column 1	I hardly ever show myself as	Adjective describing column 3
Animal				
Plant				
Color				
Food				
Gem or Mineral				

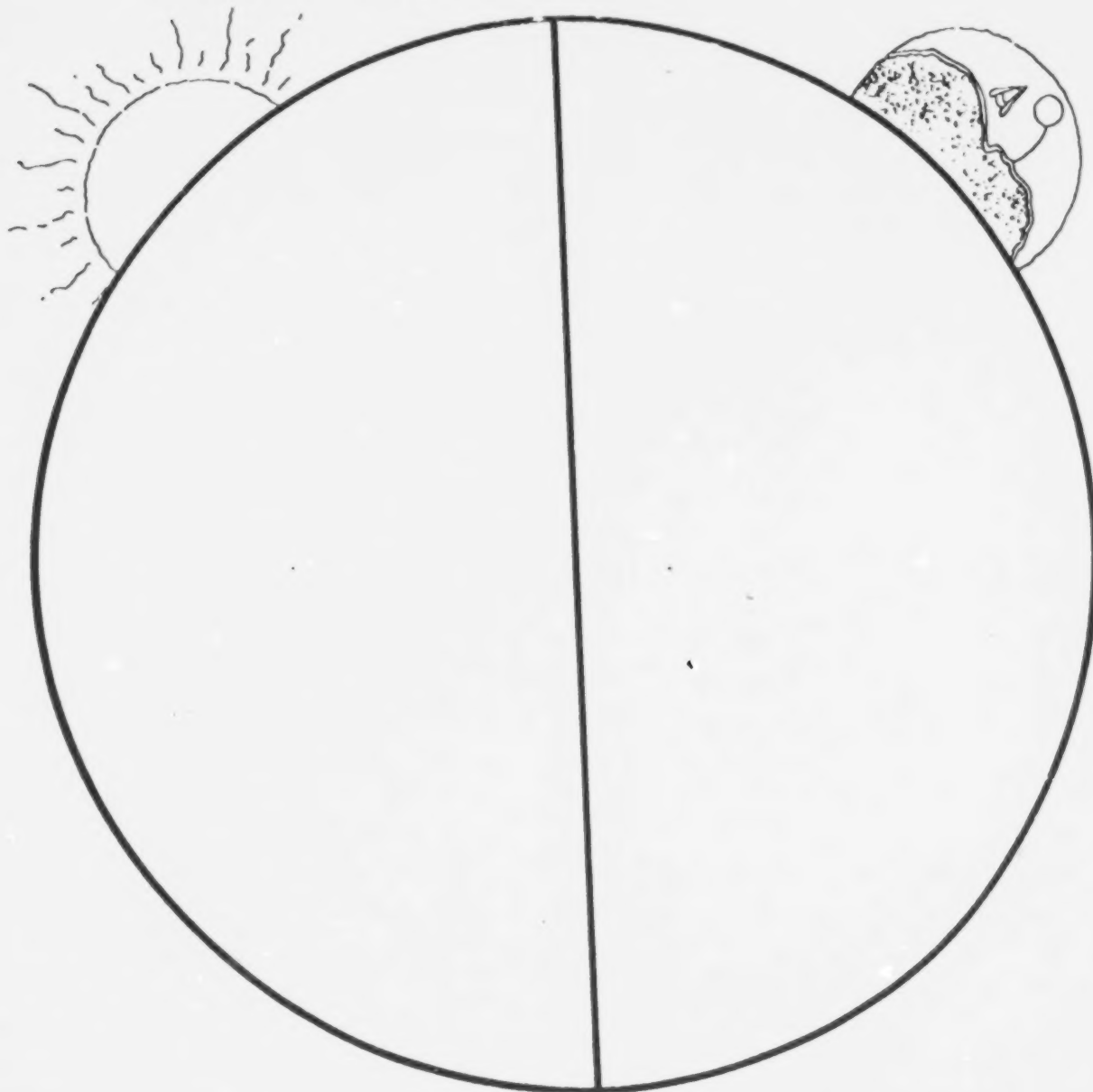
CARLA BUEHNER

**STUDENT
PAGE**

SHOWING BOTH SIDES

On the sun side of the circle, sketch or paste pictures of things from column 1 of "Meeting Myself."

On the moon (hidden) side of the circle, sketch or paste pictures of things from column 3 of "Meeting Myself."



Now you have a well-rounded picture of yourself to show to someone special.

CONNECTING ACROSS TIME

By Elizabeth B. Blizzard

What does Grandparents' Day (the Sunday after Labor Day) have to do with self-esteem? A lot. Grandparents (even "adopted" ones) can help children imagine how interesting their own lives can be. But, more important, they give students a chance to appreciate older generations and to do something nice for them. When students empathize with other people and go out of their way for them, they're bound to feel good about themselves.

GETTING STARTED

As with many holidays, the preparation for Grandparents' Day can be as exciting as the observance. Start several days in advance.

- Send some cheer. People usually feel good about themselves when they show love and understanding for others. Have your students bring in a grandparent's or older person's address, then think about that person's "blue-ribbon" qualities. Pass out construction paper circles and notched strips for the kids to make their blue-ribbon awards (for example, "World's Best Bowling Buddy," "Dynamite Spaghetti Maker"). Then, invite them to make "Happy Grandparents' Day" cards, enclose the ribbons in the cards, address the envelopes, and mail them.
- Read for understanding. Capture feelings and memories of old people with the read-aloud poem (p. 26). Then ask your students to share their favorite poem or story about old people. Expect the discussion to range from the positive aspects of aging (wisdom, guidance, free time) to the negative (loneliness, physical disabilities). Let your students take the books or poems home to read with their parents and share the feelings discussed in class.
- Become "myth busters." Discuss some stereotypes about older people (for example, that they become more conservative, that they usually end up in nursing homes). Afterward, have your students test themselves with "Senior Citizen Savvy," p. 28. (See answer key, p. 27.) After scoring their own, give your kids a fresh copy (and answer key) so they can test their parents and friends--now that the youngsters have become "experts."
- Imagine an active life. After your students have expanded their images of old people and aging, invite them to fantasize their own busy futures. To trigger thoughts about their aspirations--particularly for later life--have them do the profile (p. 37) for the person they'd like to become.

HOW DOES IT FEEL TO BE OLD?

BY NORMA FARBER



Open my album—you'll see the years and years and years.
How I looked as I grew:
a baby, a bride, a mother of four.
Then holding a new
granddaughter. There's more
to an old, old woman than what appears.
There's all that she's been before.
Before and after, both.



Well, who
am I being right now, exactly? The mirror's blurred.
Will you rub it true?
Here's a chamois cloth.



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CARLA BLUE ROSE

POSTABLE

FAST FACT

A negative view of aging lowers children's goals for later life.

BRANCHING OUT

● Design a bulletin board. For homework, have your students bring in photographs of their grandparents or pictures of older people from newspapers or magazines. (Have a supply of publications on hand for students who don't have any at home.) In class, arrange the pictures by categories--such as "Having fun," "Demonstrating skills," or "Helping others." Also, include the difficulties of growing old, such as "Feeling lonely" or "Needing help."

● Insight interviews. Have your students interview an older person, starting with questions about what it's like to grow old. Then, guide them to other sources of self-esteem--family, community, and nation. Model open-ended interview questions like these:

Family: What is your fondest memory as a small child? What important things did you learn from your family? (If the kids are interviewing a relative: What traits might I have picked up from your side of the family?)

Community: What's your favorite activity around town? What do you like best about your neighborhood?

Nation: How have things changed since the civil rights movement? Are you proud to be a citizen of the United States? How could the United States improve?

Have your students conduct their interviews as homework. Back in class, invite them to share things that make older people feel good, then to relate these things to their own self-esteem. (For younger children, arrange an in-class, group interview.)

● Grandparents' party. Have your students prepare invitations for their grandparents or other elderly guests, plan a program, and write out directions to the school. Make a job board for the party, with a task for each student.

Not every student will be able to have someone come. So challenge your students' problem-solving skills by asking, "How can we make sure no one feels left out of the festivities?" (One 3rd-grade class decided to share grandparents.)

Party hints: 1) When the guests arrive, they could gather in the school cafeteria or auditorium. Your principal might talk for a few moments about the importance of their visit. They could then go as a group to the classroom, thus preventing the disruption of

staggered arrival times. 2) To keep the spotlight on grandparents, ask that parents not attend the party.

● Tutoring program. See if you can tap the elderly for some valuable tutoring. Contact American Association of Retired Persons. 1909 K St., NW, Washington, DC 20049; or the Foster Grandparent Program, ACTION, Washington, DC 20525; (202) 634-9108.

ANSWER KEY

"Senior Citizen Savvy"

1. False. People seldom become cranky or demanding just because they grow old. If they are cranky and demanding, it's probably because they were that way when they were young.
2. False. Older people sometimes have more aches and pains than younger ones. But people who exercise and eat the right foods as they grow are more likely to feel better in old age.
3. False. Only about 25 percent of the elderly spend any time in a nursing home, and 4 to 5 percent actually live in nursing homes or homes for the aged.
4. True. A greater percentage of the elderly vote than any other group.
5. False. Less than 15 percent of the elderly become senile.
6. False. Many elderly have valuable skills that can be acquired only by years of practice. Besides, many want to work.
7. True. You never outgrow your ability to love another person.
8. False. Many older people actively enjoy life. In retirement, they become involved in activities they didn't have time for before.

**STUDENT
PAGE**

SENIOR CITIZEN SAVVY

How much do you know about older people? Test yourself. Then, become a "teacher" and test your friends and family.



Name _____

THE FAMOUS ME

**STUDENT
PAGE**

What will you be like when you're 30, 50, or 70?
Choose one of these ages, figure out what year that will be, and record the year under your portrait. Then complete the notes.

 Present job:	 (Draw your future portrait and paste it here)	 My goals for this year:
---	---	--

Name: _____

Age: _____ Year: _____

 What has changed the most about me:	 What hasn't changed at all:	 Accomplishments I'm proud of:
--	--	---

SELF-ESTEEM WEEK BY WEEK

SUCCESS STORY	WEEK 1
SEPTEMBER In September 1972, 22-year-old swimmer Mark Spitz won a record seven gold medals in a single Olympics. Now 40 years old, he's training for the 1992 Olympic trials in his best event—the 100-meter butterfly. Spitz works out with swimmers half his age, but so far he's kept up. In practice freestyle sprints, he beat the 1984 Olympic gold medalist three times and tied him twice.	SECRET HOMEWORK • Discuss Mark Spitz's determination. For homework, have students draw—but not sign—a picture of themselves doing something important to them. Display the pictures and ask your students to match them to classmates. Discuss the various activities depicted.
OCTOBER Swedish chemist Alfred Nobel was born October 21, 1833. Over the years, disastrous accidents at the family's weapons and explosives factory spurred him to create a more stable explosive—dynamite. In his will, Nobel pledged his fortune to reward efforts for world good. Nobel Prizes are given yearly for contributions to peace, chemistry, physics, medicine, literature, and economics.	CLASS AWARDS • With Nobel in mind, ask students for six outstanding traits to honor. For a month, they'll keep notes on possible honorees—newsmakers, people they're studying, school staff, classmates. Then you and volunteers select six winners—one for each outstanding trait.
NOVEMBER Florence Sabin, born November 9, 1871, was drawn to women's rights while in college. With her sights set on medical school (she'd been doodling "Florence Sabin, M.D." for years), she taught math and zoology to earn money. She became the first woman to be admitted to Johns Hopkins University Medical School, to teach there, and to be elected to the National Academy of Sciences.	DREAMS • Discuss obstacles to Florence Sabin's dream of becoming a doctor 100 years ago. Then compile a class "Someday I'd like to..." book, with students describing and illustrating their dreams. Explore these dreams and ways to make them real.
DECEMBER Rose Parks of Montgomery, Ala., resented the law making black bus riders sit in the back of buses and give seats to white riders on demand. On December 1, 1955, she refused to get up and was arrested, fined, and jailed. Local blacks, led by Martin Luther King, Jr., boycotted buses for 381 days, slashing company income. A year later, the Supreme Court outlawed bus segregation.	OTHER SHOES • Share Rosa Parks's story, then ask students to read a biography of a person they admire. Hold a "Famous Person Party"—complete with refreshments. The students must dress, converse, and behave as though they were their admired persons.
JANUARY Kevin Zaborney, a psychologist in Clio, Mich., campaigned years to create National Hugging Day for hugging friends and family. He'd seen days commemorating many things. But not hugging, which reduces loneliness and stress and stimulates the skin to warm the heart and keep it healthy. Zaborney picked January 21, a mid-date between Christmas and Valentine's Day.	PROXY HUGS • For kids who feel uneasy about being hugged, try this: Take photos of them as they work, help out, or listen. Post the photos (so the kids see themselves as studious or cooperative), then send them home with a note expressing your delight in sharing a "huggable" moment.

Help your students feel successful with this self-esteem calendar for September to June. Its real-life success stories and 40 activities can make self-esteem blossom all year. With it, you can create the caring environment your students need to develop their strengths and talents.

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Ways to use this calendar: Each month, post and discuss the current success story. Collect biographies in a "success center." Set up a self-esteem bulletin board for student contributions. At the start of each week, focus on the scheduled activity. Make the good feeling last a week.

WEEK 2	WEEK 3	WEEK 4	SEPTEMBER OCTOBER NOVEMBER DECEMBER JANUARY
HONORS • Besides rewarding students for good test scores, completed homework, and the like, praise other commendable behaviors, such as asking perceptive questions, sharing ideas, initiating discussion, providing resources, speaking in turn, and encouraging others.	FUNNY-BOX • Label a box "If You Need a Good Laugh." Ask students to contribute humorous riddles, pictures, comic strips, jokes, book passages, movie scenes, and so on. When a student's feeling low, send him to the box for some spirit lifting.	MENTAL MINING • Have your students complete these sentences, then discuss their responses: I like (don't like) people who... I'm at my best (worst) when... Right now I feel... When I like (don't like) what I've done I... I wish my parents knew... Some day I hope...	
GOOD-DEEDS CHAIN • Keep 1 x 9-inch construction paper strips in a box labeled "Have You Seen Something Good Today?" Students can take strips, write good deeds on them, then staple them to form loops on a chain. Hang the chain at kids'-eye level; share additions weekly.	SELF-CONGRATS • Ask your students to record accomplishments that make them proud. Examples: Instead of using bad language, I told my sister why I felt angry at her; I practiced the piano, though I wanted to play outside; I read a story to my cousin who can't read yet.	SPOTLIGHT • Each day, post a student's silhouette on a "Wall of Fame" and ask whom it depicts. Identity guessed, the child can add pictures or words that convey personal concerns. Have classmates write about the child's most likable traits for a paragraph you'll compile and post.	
SPEAK UP • Ease the fear of oral reports with a no-pressure practice. Bag some familiar items (one bag might hold a toothbrush, a cup, toothpaste, and dental floss). Pass out the bags and give individuals or groups 5 to 10 minutes to plan a talk from introduction to summation.	STARS • Create a "Kid of the Day" bulletin board. Before each student's day, have the class list the honoree's best traits (patience with brother, ability with fractions, and so on). Let the "Kid" pick the three truest ones for posting with captioned photos, art or work samples, and hobby data.	FRIENDSHIP CIRCLES • Have each student draw a large circle, divide it into 12 wedges, then devise one topic for each wedge (number of siblings, favorite author, career plans, and so on). Comparing completed wedges may turn up classmates who share common ground.	
PREDICTIONS • Ask your students to make two collages — one of themselves today, the other (secret) of themselves in the future. Post the first collages on half a bulletin board. Then invite guesses about the future. Add the second collages and link each pair with yarn.	BONUS • Give your students personalized coupons to redeem. Samples: Add 5 more points on a spelling test; first in line for a day; sit near a friend for a day; play your favorite record at indoor recess; join me for lunch; help me referee volleyball; an ice cream cone — my treat!	LEADERS • Every week, pick a "Reader Leader" in each reading group. That child can make handouts, read aloud, list vocabulary, and so on. At week's end, the child also signs and illustrates a patch on a class "quilt" — paper divided with black marker — to record the week's highlight.	
TRAVELING TEDDY • Every Friday, send the class teddy bear home with a different student. Ask the "foster parent" to write a story about the bear's weekend and to draw a family activity that included the bear. Have the student share the work, then add it to a class book.	WANTED POSTERS • Tell your students they're "wanted" — for qualities that make them special. Have them list these qualities. Next, photograph each child as the child holds an ID number (birth month/day/year) on a paper strip. Mount the photos with each child's list, then post.	FIZZLERS • Hurth words ("stupid idea," "teacher's pet") fall on enthusiasm and creativity. Have your students record all the "fizzer statements" they hear in 1 day, then discuss how each statement might disguise deeper feelings. ("That's for dopes" might mean "Wish I could do it.")	

WEEK 2	WEEK 3	WEEK 4
CATCH OF THE DAY • On a bulletin board, set up a construction paper beach scene with you holding a fishing rod. Each afternoon, explain your special "catch" — a student who merits recognition. Write the student's name on a paper fish and suspend it from your fishing line.	CLASS RECORDS • Ask your students to provide categories for group records — most missing teeth, most brothers, most places lived, lowest singing voice, most freckles, most bounces of a ball in a minute. Compile the records in a class book, and give each record holder a certificate.	PARTNER TALK • On Monday mornings, pair up students to talk about weekend activities for a set length of time. (Partners may interrupt only for questions.) This way, each child starts the week with an eager listener — plus you can link children who might not seek each other out.
CRITICAL LOOKS • After your students complete an assignment, ask for ways they might use the information or improve the activity. When discussing readings, encourage your students to disagree with the author and suggest story changes.	PEOPLE RECIPES • Have your students use recipe words to describe the characteristics that make them unique. For example: 1 cup fairness, 2 tbs. loyalty, ½ tsp. practical jokes, a dash of patience, ¼ tsp. grin, mixed lightly.	PHOTO FILE • Ask your students to bring in personal photos on any subject for a class file. The photos can inspire journal entries and add a new dimension to oral reports. Plus browsers will enjoy sharing mutual experiences with classmates.
PERSONAL PATS • Ask your students to list five personal successes for the day. No need for award-winning performances — just satisfying accomplishments, such as clearing the breakfast table, getting to class on time, knowing 8 out of 10 answers on a math quiz.	CLASS SIGN • Keep other classes up-to-date with events in your class. Set up an attention-getting marquee outside your door. Sample messages: "Andy Spencer makes winning soccer goal," "Melissa Johnson stumps teacher with logic problem."	I SPY • On Monday, pair your students. Tell them to watch their mates during the week and take positive notes: "Your sneakers are neat," "Your graph was clear." On Friday, add your own remarks. Students can take the lists home or keep them at school for a lift on bad days.
FAMILY GALAXY • Ask your students to cut out a star for each family member — including aunts, uncles, grandparents, cousins, siblings, parents. On blue paper, have the students arrange the stars in clusters (based on sides of the family), then show the connections with markers or ribbon.	MYSTERY GOALS • On Monday, alert your class that you'll be on the lookout for students who accomplish secret goals (perhaps five) — such as completing homework, listening in class, picking up playground litter. On Friday, reveal the goals and announce the week's winners.	COMPOSITE PICTURE • Have your students in groups of four or five draw an imaginary person using the most pleasing features of each group member. Suggest some parts — head shape, hairline, hair color, eyes, ears — or have the groups develop their own lists. Keep mirrors handy.
MUSICAL COMMENTS • Have your students place on their desks their in-progress projects — mural, report, original story — along with a sheet of blank paper. Ask the class to file past the desks, stop at a given signal, and write a positive comment or tip on the paper. Repeat.	SUNFLOWERS • On a bulletin board, staple a petal-less flower for each student. (Your students can decorate the flower center and outgrow a leaf.) To cite a classmate's thoughtfulness, students can write their observations on a petal, then sign it and staple it to the flower.	VACATION VOLUNTEERS • Make a class list of ways students can help the less fortunate during the summer months. How about playing a musical instrument for residents in a nursing home, visiting or shopping for a shut-in neighbor, collecting canned food for needy families?

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Wanted posters: Amy Weinberg Madison Wis. Interest inventory: adapted from Ideas for Teachers from Teachers Elementary Language Arts National Council of Teachers of English 1983. Catch of the day: Robin Shope Lew-ville Tex. Class records, Family galaxy, and Sunflowers: adapted from Self Esteem: A Classroom Affair Vol. 2 by Michele and Craig Barbo Marjorie & Row 1987. Partner talk: Doris Gruber Delano Wis. Legacy: adapted from Ethnic Pride by G. et al. Love and Love Romanticism: Good Apple 1983. People recipes: adapted from Self Esteem: A Classroom Affair 101 Ways to Help Children Like Themselves by Michele and Craig Barbo Marjorie & Row 1987. Photo file: Raymond Burton Monroe Mich. Cheers: Lisa Humberger Toledo Ohio. Personal pats and I spy: adapted from Self Esteem: A Classroom Affair 101 Ways to Help Children Like Themselves by Michele and Craig Barbo Marjorie & Row 1987. Mystery goals: adapted from Express News Education Press Education of America Sept. 1988. I spy: Barbara Fleenor by Christian Kautman and Le. Raphael (Free Spirit Publishing 1987). Class sign: adapted from Express News Education Press Education of America Sept. 1988. I spy: Barbara Fleenor by Christian Kautman and Le. Raphael (Free Spirit Publishing 1987). Musical comments: Penny C. Candler Tigard Ore. Julie, Two Rivers Wis. Mystery goals: Andrea Seemann Los Angeles Calif. Musical comments: Penny C. Candler Tigard Ore.

LEARN MORE JULY/AUGUST

FANNING FAMILY PRIDE

By Rose Reissman

Nobody likes a show-off. But everybody needs to feel and express a sense of self-worth. For youngsters, part of this self-worth flows from family, ethnic, or cultural values. In making their personal sun/moon circles (p. 24), your students explored and expressed their individual identities. By creating shields that incorporate family characteristics, your students will have another chance to "blow their own horn" in a positive way.

GETTING STARTED

Give your students a little history of heraldry, explaining why knights carried colorful shields, in the Middle Ages: Because their helmets covered their faces, they needed another way to recognize who was who in battle. So they began painting their shields with the unique designs of their feudal lords.

Show encyclopedia pictures of such shields, then hand out the student page of typical heraldic symbols (p. 43).

Have each student choose three shields and analyze their symbols: What do they tell you about the person represented on the shield? (The handout doesn't include every symbol, so the students must imagine the meanings of those they can't trace. But discourage guessing; ask for reasons.)

Your students can then work on their own shields. First, have them create an inventory of ideas to work with. Start them off by listing three categories: racial or ethnic background, family favorites (foods, holidays, customs), and personal talents and aspirations. After they've thought about these, they can volunteer examples for each category.

For homework, have them fill out individual inventories. For the first two categories, they might interview family members.

Inventories complete, your students can make their shields with the handout on p. 44.

BRANCHING OUT

- Your students can find out how well others in the Middle Ages might have read their shields. Have them exchange their work with a neighbor. The neighbor's interpretations (and misinterpretations) will give them some feedback on the clarity of their symbols.

- Students might play a "What's My Shield?" mystery game, like the old TV show "What's My Line?" The host holds up a shield and asks the class to interpret the symbols and guess the owner whose name and explanation appear on the back.
- Suggest that your students make another shield--of a celebrity or famous person.
- If you have access to computer drawing programs (such as Color Me, Dazzle Draw, Paintworks Gold), let your students use them to design and print out their shields. Or have some students use the computers while others work freehand, then compare the advantages of each method.

Name _____

SHIELD SYMBOLS

**STUDENT
PAGE**

In the Middle Ages, knights displayed some of these symbols on their shields:

Crescent  victory over adversity; always shown with the horns pointing upward	Leopard  wisdom and agility; sometimes shown walking toward the right of the shield, but commonly shown only as a face
Eagle  magnanimity and strength of mind; usually shown with wings spread	Stag  purity and strength of spirit; usually shown with one foot up as if on a trot
Falcon  bravery, undertaking arduous tasks; usually shown looking to the right of the shield	Pheon  speed and directness; head of a dart or arrow
Fleur-de-lis  bravery and a noble spirit; a stylized lily	Sun  splendor and royalty; usually shown with a human face
Griffin  valor and vigilance; half eagle, half lion	Heart  loyalty and love; sometimes shown pierced by an arrow
Hand  generosity (open), strength (closed); frequently appears in Irish heraldry	Tower  strength and protection; ancient symbol of defense

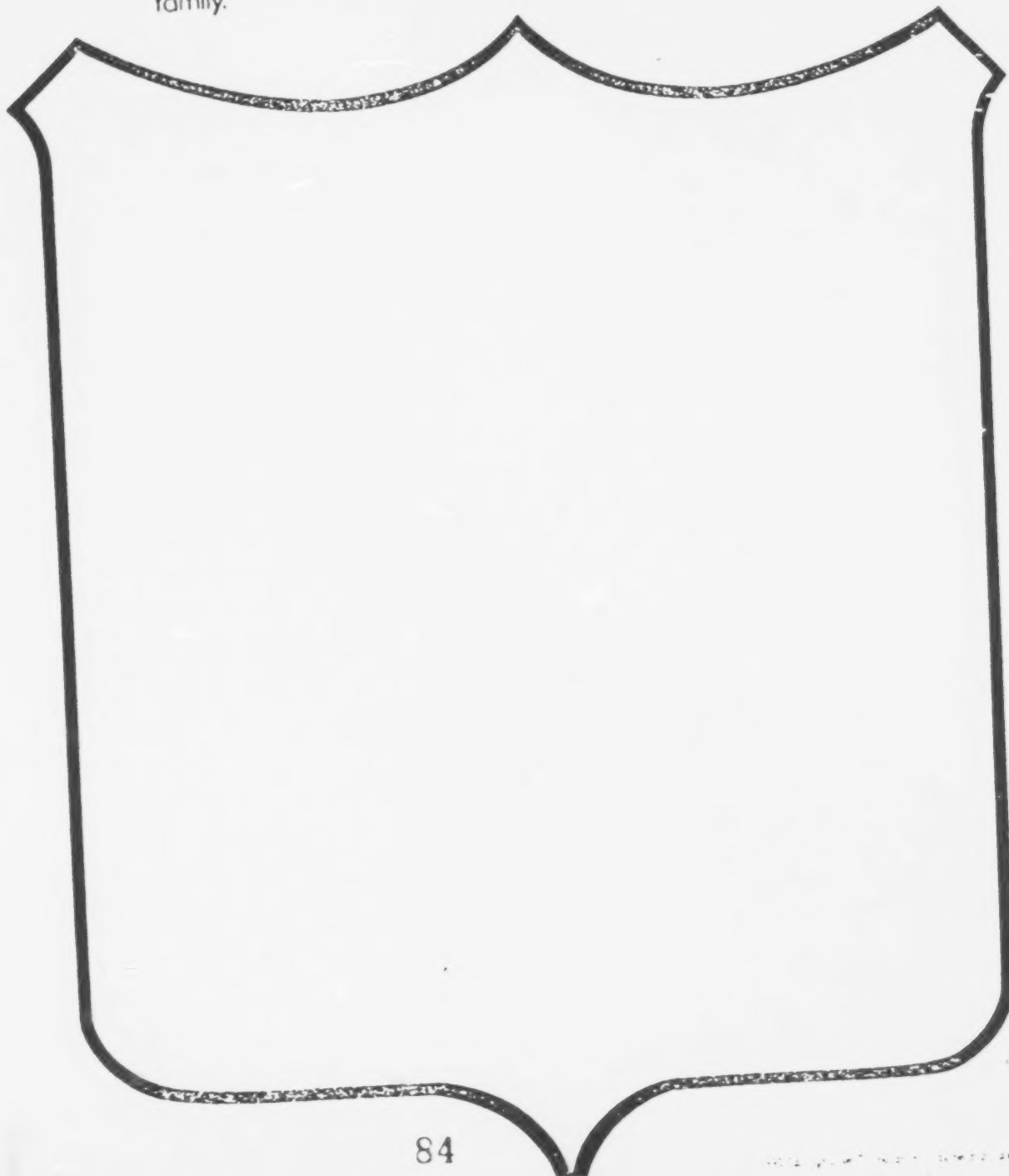
Name _____

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**STUDENT
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MY FAMILY SHIELD

Divide your shield into sections. Use typical shield symbols or make up new ones showing what's special about you and your family.



APPENDIX D

PARENT PROGRAM: PROJECT SELF-ESTEEM

Parent Program: Project Self-Esteem*

Lesson 1

Social Skills

Background

If your child is going to junior high school next year, he/she will be meeting lots of new people. New situations cause stress. Practicing social skills can ease that stress.

Family Activities

1. Pretend your family members do not know each other. Introduce one member to the other, remember to give some information about each one.
2. Pretend one family member is someone famous. Playact introducing self to that person.
3. Discuss a situation in which you felt stress. What do you think caused the stress? Let your child know how you handled the situation.
4. Make a list of situations which cause stress (doing something for the first time, taking a test, etc.). Discuss appropriate ways for handling stress in each situation.

*McDaniel, S., & Bielen, P., Project Self-Esteem, Rolling Hills Estates, CA: Jalmer Press, 1990.

Lesson 2

Social Skills/Choice Making

Background

In every situation we are making choices. These decisions are made with the influence of morals, values, and peer pressure. PSE teaches children to weigh the risks and gains as they view their possible choices. This process teaches them to think before they act.

"The Choice is Yours" is a game wherein students practice making responsible choices. When asked, "why?" the majority of teenagers who get into trouble with drugs, alcohol, etc., say, "I didn't know what else to do." Based upon real-life situations, "The Choice is Yours" gives possible alternatives to situations, so if the same or a similar circumstances later occur in a student's life, he/she will have a resource for action.

Family Activities

1. Think of a time when you chose to "do nothing" as your choice. What was the outcome?
2. Play "The Choice is Yours" with the following situation. A new kid on the block phones and asks your child to play. Your child does not want to play. What could a young person do? (Say you are busy, say you have other plans, say "I can't play, but thanks for asking me!", etc.) After all possible responses are given, discuss the risk and possible gain with each choice. Discuss which choice would be made if this situation arose.
3. Repeat the "Choice is Yours" procedure with the following situation. You need to do a chore within the next hour. Your friend who talks a lot phones. What do you do?

Lesson 3

Assertive Training: Broken Record

Background

We have put communicators into three possible categories: King Kong (the really aggressive person), Doormat (the person who does not stand up for him/herself), and the Assertive Person (one who stands up for self and his rights in an appropriate way.)

In PSE, being assertive means to stand up for oneself in a way which respects the rights and feelings of others. The three Assertive techniques PSE teachers are (1) The Broken Record, (2) Fogging, (3) The Assertive Apology.

The Broken Record is a technique designed to enable a person to say no when he/she wants to say no. Simply stated, it is a kind statement plus a policy statement repeated several times. (I understand you want to borrow my bicycle and I never loan my bicycle.)

Family Activities

1. Attempt to get each other to do something you don't want to do. Use the Broken Record technique.
2. Discuss situations in your life when you could use the Broken Record. Talk about how you would use this technique in order to say no (salesman on the phone, someone invites you to do something you think is dangerous, someone wants you to eat or drink something, someone asks you to go somewhere and you don't want to go, etc.) Act out each situation and enjoy it! It is important to keep your tone of voice even at all times when using the Broken Record technique.
3. Someone asks to borrow something. You usually say yes, but for reasons of your own you want to say no. Use the broken Record in this way, "I understand you want to borrow my watch, and I don't feel comfortable loaning it." Act out a situation in which you might say yes to some people but you want to say no to this person (borrowing something, going somewhere you don't want to go, etc.). Discuss different ways of using the broken Record.

Lesson 4

Assertive Training: Fogging

Background

As sixth grade students approach adolescence they are entering a period of excessive putdowns. Though put-downs are a normal part of this age period, a student's self-esteem may be damaged by constant negative input. Assertive training techniques give students resources for handling criticism.

The Fogging technique assists students by giving them a specific way to handle a given situation. The student is taught to think of himself/herself as a fog bank, and to think of criticism as a rock. When a rock is thrown at the fog bank the fog is in no way damaged. The fog bank does not throw the rock back, either. Thus, use of the Fogging technique enables the student to remain untouched by the criticism. Knowledge relieves their frustration level which can play havoc with self-esteem.

Family Activities

1. Practice using Fogging with these statements: (a) You giggle too much, (b) That's really an ugly shirt, (c) You tell the dumbest jokes, (d) You're a real nerd.
2. Talk about specific situations in the past which were hurtful and discuss how your child could have used Fogging.
3. Any practice has its appropriate place and use. Discuss situations in which the use of Fogging would not be appropriate (teacher tells you you need to do your homework, or Mom says your room is a mess, etc.)

Lesson 5

Peers and Conformity

Background

There is a great deal of talk about peer pressure. The teenager's desire to conform is a natural part of development. Since friends become such an important influence in a teen's life, Project Self-Esteem stresses to students the importance of choosing friends who support them in the value systems they've learned from home.

Family Activities

1. Have each member of the family discuss what they like in a friend. (honesty, sense of humor, trustworthiness, etc.)
2. Have each family member tell a time when having a friend "saved the day."
3. Discuss places in your life where peer pressure is obvious (clothes, not getting all A's, keeping up with the Joneses).
4. Discuss times when conformity might be useful or helpful. (traffic laws, dress, etc.)

Lesson 6

Friendship and Assertive Apology

Background

Friendships are important to everyone but they are especially critical to teenagers. If preteens and teens understand how many rapid physical changes their bodies are making, they will begin to understand how "normal" the ups and downs of this period are. It will assist them to know that changes in relationships need not always be taken personally, that it is perfectly natural to change friendships, and that usually there is no fault or blame to be assumed when these relationship changes occur. This knowledge relieves their frustration level which often can play havoc with self-esteem.

Family Activities

1. Make a list of effective ways to listen. Place the list in a prominent place as a reminder to all family members.
2. PSE teaches mistakes are a natural part of living. We learn from making mistakes. Discuss one time you made a mistake and what you learned from it. Be careful to curtail any negative comments.
3. At dinner time ask "Who has something to share?" Be sure everyone listens and that each person gets a turn.
4. Practice the Assertive Apology in these situations: (a) One family member borrows something and forgets to return it. (I feel badly that I didn't return it. I will remember next time. Here it is.) (b) One family member keeps everyone waiting. (I feel embarrassed that everyone had to wait. I'm sorry I am late. I will be on time next time.)

Lesson 7

Alcohol and Drug Abuse

Background

Parents and educators are becoming more and more aware of the importance of assisting students to recognize the physical and emotional complications involved in the use of alcohol and drugs.

Research indicates teenagers who make inappropriate choices often do so because they can't think of anything else to do. Information based upon true-life experiences gives students resources for alternatives. A student of high self-esteem is more apt to withstand peer pressure and make choices consistent with his/her values and morals.

Family Activities

1. Discuss your family policy for alcohol and drugs. It is important children know the consequences of inappropriate alcohol or drug use BEFORE a problem arises. Be firm and specific in your feelings and wants.
2. Discuss alternatives to riding home with someone who has been drinking. (Call parents, call a cab, phone a friend, etc.)
3. There is a national move to curtail drug and alcohol abuse. Discuss why you think this is happening. (Remember to practice listening skills and allow each person his/her right of opinion.)

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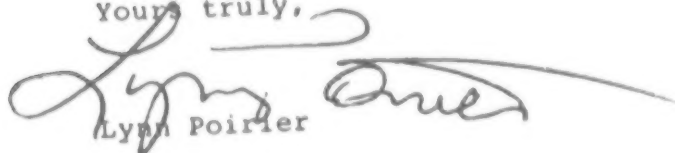
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Author or Editor: LYNN POIRIER
Publisher: NOVA UNIVERSITY

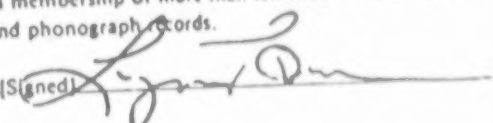
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